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ABSTRACT

Through the Veysey and the Regional Occupation Program/Regional Occupation Center (ROP/ROC) Acts, junior colleges can assist high school students in gaining skills for immediate employment on high school graduation. In an attempt to develop an early introduction to technical skills, the Veysey Act (initial legislation 1963; amended 1967) allows high school students to attend junior college classes part time with both schools counting attendance, and the student receiving either high school or junior college credit. The ROP/ROC legislation (1963 and subsequent amendments through 1969) encourages county-wide systems of vocational education through regional programs and centers where vocational, technical, and occupational preparation can be extended to more students than can be served by a single district. Innovations that might encourage students to take occupational classes are: (1) the "career ladder" approach, where students acquire specific skills for entry-level positions, leave school to work, and return for an upgrading of skills for a higher job; and (2) "package learning" or classes of any length that enable the student to enter any time rather than just in September or February. Included is a report on an Orange Coast College and Golden West College (California) survey of high school students enrolled in college classes. (CA)

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OPENING THE DOORS A LITTLE WIDER

HIGH SCHOOL STUDENTS ATTENDING JUNIOR COLLEGES

FOR

DR. FREDERICK C. KINTZER

IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS OF EDUCATION 441-D

Jc 710 190

BY

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UNIVERSITY OF CALIF.
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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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I. INTRODUCTION

As a junior college counselor and instructor of classes in vocational planning, I, for some time, have been concerned with a dilemma facing young people: that of making realistic occupational choices. It would seem that Erik Erikson's comment, "In general it is the inability to settle on an occupational identity which disturbs individual young people," (Erikson, p. 262) is indeed accurate.

As I read that, "Professional jobs (requiring B.A. degrees) will account for only 12% of the labor force, but those semi-professional and technical jobs at the high school or A.A. degree level will account for over 50% of the labor force," (Harris, p. 23) I am concerned with the large numbers of students who enroll in transfer programs designed to culminate in a baccalaureate degree, who do not transfer, and, if fact, drop college completely with little or no skills tc enter gainful employment (Collins).

Most students seem to show an indifference toward high school or junior college occupational education, choosing instead, a transfer curricula which, even if they eventually finish, may not reflect the actual labor scene.

Because of my interest in vocational planning and career choice, I had the occasion to attend a conference on the Veysey Bill (legislation allowing high school students to attend junior college classes with both schools counting attendance). As a result of this conference, I wondered how many high school students were attending junior colleges, particularly Orange Coast. I wondered what my school and other junior colleges were doing about the implementation of this bill. I wondered what efforts were being made at any level to encourage students to develop, as Governor Ronald Reagan put it, "... a salable skill upon graduation from high school," (Reagan) or from junior college.

With these thoughts in mind, I decided to attempt to find out, and this paper recounts some of my findings. I decided that there are two quite different programs that attempt to develop an early introduction to technical skills: the Regional Occupation Program/Regional Occupational Center (hereafter referred to

AS ROP/ROC), AND THE VEYSEY ACT. SO THIS PAPER WILL:

1. DEFINE THE ROP/ROC AND IT'S POTENTIAL USE IN JUNIOR COLLEGES
2. DEFINE THE VEYSEY ACT AND ITS IMPLEMENTATION AT SEVERAL JUNIOR COLLEGES:

   CERRITOS

   CITRUS

   FULLERTON

   CYPRESS

   ORANGE COAST

   GOLDEN WEST
3. REPORT ON AN ORANGE COAST COLLEGE AND GOLDEN WEST COLLEGE SURVEY OF THE NUMBER OF HIGH SCHOOL STUDENTS WHO ENROLLED IN COLLEGE CLASSES DURING 1970-71
4. COMMENT BRIEFLY ON TWO CURRICULAR INNOVATIONS THAT MIGHT ENCOURAGE MORE STUDENTS TO TAKE OCCUPATIONAL CLASSES
5. SUMMARIZE THE PROBLEM.

II. PROCEDURES

Because the ROP/ROC is primarily a high school program, although the implications for junior colleges are present, I visited Mr. Tom Bogetich, Consultant for Industrial Education, Orange County Schools Office, to gather information about these programs. I was able to go through his files and select a number of documents which detail the efforts made throughout the state. Most of these documents are letters received by Mr. Bogetich from county school offices throughout the state.

Information about Veysey Act implementation came directly from the various schools mentioned. Details from Cerritos and Citrus Colleges were gathered at a Workshop on the Veysey Bill held at Orange Coast College on February 17, 1971, and material from Fullerton and Cypress Colleges came from Mr. Chet Gromacki, Director of Vocational Education, North Orange County District. Mr. John Owens and Mr. John Buller of Coast District and Golden West College furnished material also.

The survey of Orange Coast College high school students was conducted by the author who personally reviewed each program to determine class registrations.

III. SURVEY OF LITERATURE

MANY THEORIES OF OCCUPATIONAL CHOICE HAVE BEEN PRESENTED OVER THE YEARS. AMONG THOSE MOST WIDELY ACCEPTED ARE THOSE OF SUPER, ROE, HOLLAND, GINSBERG, AND OTHERS. (SUPER, ROE, HOLLAND,AND GINSBERG) EACH OF THEM, HOWEVER, STRESS THE IMPORTANCE OF THE INDIVIDUAL GATHERING INFORMATION, ABOUT HIMSELF AND THE WORLD OF WORK, AND ATTEMPTING TO SATISFY HIS PERSONAL NEEDS THROUGH HIS OCCUPATION. THEY ALSO STRESS THE DEVELOPMENTAL NATURE OF OCCUPATIONAL CHOICE; THE IMPORTANCE OF BEING EXPOSED TO THE WORLD OF WORK AND TO POTENTIAL OCCUPATIONS. HAVIGHURST (HAVIGHURST, P. 216) WRITES ABOUT THE IMPORTANCE OF DEVELOPMENTAL TASKS TO AN ADOLESCENT IN ORDER THAT HE CAN MAKE A SMOOTH TRANSITION INTO A VOCATIONAL FIELD. EARLY EXPOSURE AND CONTINUOUS REINFORCEMENT MIGHT WELL BE A KEY FOR DEVELOPING MORE INTEREST IN VOCATIONAL EDUCATION.

IN A 1970 SURVEY OF ORANGE COUNTY SCHOOLS, A VERY DISHEARTENING STATISTIC FOR VOCATIONAL EDUCATION WAS REVEALED WHEN IT WAS SHOWN THAT OVER 95% OF TOTAL STUDENT CONTACT IN INSTRUCTIONAL PROGRAMS IN THE ENTIRE COUNTY WERE IN COURSES WHICH DO NOT PREPARE STUDENTS WITH SKILLS, KNOWLEDGE, OR ATTITUDES FOR GAINFUL EMPLOYMENT, AND OFFICE OCCUPATION COURSES GENERATED ALMOST 50% OF ALL STUDENT CONTACT IN VOCATIONAL COURSES (CARVELL, P. 15). SO IT WOULD APPEAR FROM THE ABOVE COMMENT, THAT STUDENTS DO NOT INDEED, PLACE MUCH VALUE IN OCCUPATIONAL COURSES.

THERE HAS BEEN MUCH WRITTEN ON THE PLACE OF VOCATIONAL EDUCATION IN HIGH SCHOOL AND JUNIOR COLLEGE CURRICULA. BUT FOR THE PURPOSE OF THIS PAPER, PERHAPS THE BEST SOURCES CAN BE FOUND IN PERSONAL COMMUNICATIONS ON ACTUAL PRACTICES, (BOGETICH, GROMACKI) AND IN SUCH REPORTS AS THE MASTER PLANS FOR THE SAN MATEO AND LOS ANGELES COMMUNITY COLLEGES (SAN MATEO, 1969, AND BECK, 1969).

IV. DISCUSSION OF THE TOPIC: THE VEYSEY ACT

THE NATURE OF THE AMERICAN ECONOMY IS CHANGING AND PROVIDING FEWER ENTRY LEVEL JOBS FOR UNSKILLED TEENAGER YOUTH. REALIZING THIS AND ALSO BEING AWARE OF THE DIFFICULTY OF PREPARING YOUTH FOR OCCUPATIONS AT THE HIGH SCHOOL LEVEL, THE CALIFORNIA LEGISLATURE HAS PASSED SEVERAL BILLS TO MAKE POSSIBLE AND ENCOURAGE EXTENDED OPPORTUNITIES FOR HIGH SCHOOL STUDENTS TO PARTICIPATE IN VOCATIONAL EDUCATION PROGRAMS OFFERED BY COMMUNITY COLLEGES. SECTIONS 6401 AND 25503.5 OF THE CALIFORNIA EDUCATION CODE AS AMENDED IN 1963 AND 1967, ARE GENERALLY KNOWN AS THE "VEYSEY ACT," (SEE EXHIBIT A) AND PROVIDE:

1. ANY COMMUNITY COLLEGE MAY ADMIT AS A PART-TIME STUDENT ANY 11TH OR 12TH GRADE HIGH SCHOOL STUDENT RECOMMENDED BY HIS HIGH SCHOOL
2. ATTENDANCE CREDIT, FOR APPORTIONMENT PURPOSES
3. EITHER HIGH SCHOOL CREDIT OR COMMUNITY COLLEGE CREDIT MAY BE RECEIVED BY THE STUDENT
4. EACH HIGH SCHOOL STUDENT MUST ATTEND HIGH SCHOOL FOR AT LEAST THE MINIMUM DAY
5. NO MORE THAN 15% OF THE 11TH AND 12TH GRADE STUDENTS IN A HIGH SCHOOL MAY PARTICIPATE.

ALTHOUGH THE ORIGINAL STATUTE HAS BEEN EFFECTIVE FOR SEVERAL YEARS, THE 1967 AMENDMENT MADE POSSIBLE THE ARRANGEMENT FOR ATTENDANCE COUNTING AND THE VOCATIONAL EDUCATION ASPECT OF THIS JOINT EFFORT HAS EXPANDED RAPIDLY, WITH A CURRENT ESTIMATE OF SOME 7,000-8,000 PARTICIPANTS (SMITH, P. 1). UNTIL THIS TIME, THOSE HIGH SCHOOL SCHOOL STUDENTS WHO WERE ATTENDING CLASSES AT COMMUNITY COLLEGES WERE THERE ON AN INFORMAL, ADVANCED PLACEMENT BASIS.

IN THE PAST TWO YEARS, SEVERAL LOCAL COLLEGES, CERRITOS, CITRUS, AND NORTH ORANGE COUNTY HAVE DEVELOPED EXTENSIVE PLANS TO MAKE VOCATIONAL EDUCATION AVAILABLE TO HIGH SCHOOL STUDENTS WITHIN THEIR DISTRICTS. IN ORDER TO ENCOURAGE

STUDENTS TO TAKE CLASSES, THEY HAVE PROVIDED EXTRA SERVICES, SUCH AS:

1. SPECIAL ARRANGEMENTS OF CLASSES, EITHER A BLOCK IN THE MORNING, AFTERNOON, EVENING, OR SATURDAYS
2. SPECIAL COUNSELING AND REGISTRATION FOR COLLEGE CLASSES IN THE HIGH SCHOOL
3. SPECIAL RECRUITMENT AND ADVERTISING OF THEIR PROGRAMS
4. TRANSPORTATION, IN SOME CASES

ALL OF THE CLASSES ARE A PART OF THE REGULAR CURRICULUM, TAUGHT BY REGULAR FACULTY. SOMETIMES HIGH SCHOOL STUDENTS ARE ENROLLED WITH REGULAR COLLEGE STUDENTS, AND SOMETIMES THEY ARE TAUGHT SEPARATELY.

CERRITOS COLLEGE, DURING THE LAST SCHOOL YEAR, HAD ABOUT 1100 HIGH SCHOOL STUDENTS ENROLLED IN THEIR VARIOUS PROGRAMS, AND THIS YEAR ENROLLED ABOUT 800, MANY OF THEM REPEATERS. (WORKSHOP ON VEYSEY BILL)

CITRUS COLLEGE DURING 1969-70 HAD ABOUT 300 STUDENTS ATTEND IN SEVEN DIFFERENT PROGRAMS: AUTOMOTIVE, BUSINESS MACHINES, COSMETOLOGY, DATA PROCESSING, KEYPUNCH, NURSE AIDE, AND PUBLIC SERVICE AIDE. (IBID)

NORTH ORANGE COUNTY DISTRICT (CYPRESS AND FULLERTON COLLEGES) OFFERS PROGRAMS IN EIGHTEEN SEPARATE FIELDS TO OVER 300 STUDENTS (GROMACKI). THESE PROGRAMS ARE NOT OFFERED ON THE HIGH SCHOOL CAMPUS AND ARE DESIGNED TO GIVE A STUDENT SPECIAL TRAINING AND SKILLS IN A FEW WEEKS, ONE YEAR OR TWO YEARS. PROGRAMS ARE OFFERED IN:

AERONAUTICS
AGRICULTURE
AUTO MECHANICS
BUSINESS
COSMETOLOGY
CONSTRUCTION TECHNOLOGY
DENTAL ASSISTING
ELECTRICITY & ELECTRONICS
MACHINE SHOP
MEDICAL ASSISTING
METALLURGY
PRINTING AND PRESSWORK
PHOTOGRAPHY
TECHNICAL ILLUSTRATION
SURVEYING
WELDING

As one can note, a student may gain skills for immediate employment upon high school graduation, or get a good start in completing a typical two year A.A. degree program.

The Coast Community College District (Golden West and Orange Coast) has not developed a plan such as described in the other schools. Its viewpoint apparently has been to make any of the regularly scheduled courses available to any high school student. No special sections are created and it is left up to the high school to encourage students to enroll. Consequently, while Orange Coast had 325 high school students enrolled during the spring semester, 1971, one will note the wide variety of classes selected (Exhibit B), with very few of them having vocational implications. The same range will be noted at Golden West, with 239 students in the fall semester, 1970. (Exhibit C) In fact, both colleges of the Coast District had only about 16% of the students enrolled in classes even vaguely related to vocational education.

It would appear that if the Coast District wishes to increase enrollments in vocational subjects, it will have to set up special procedures as noted earlier to make the classes more attractive to high school students.

V. DISCUSSION OF THE TOPIC: ROP/ROC

In 1963, through the "Reese Bill" (Education Code Chapter 14, Section 7450) and subsequent amendments of 1966, 1967, 1968 and 1969, the California Legislature authorized a county-wide system of Vocational Education through Regional Occupational Programs and Centers. The purpose was, "to provide a means whereby high quality vocational, technical, and occupational preparation can be extended to a larger number of students than can be provided adequately, efficiently, and economically by a single district" (Education Code).

The emphasis was to be on students acquiring skills for gainful employment, occupational upgrading or for enrollment in advanced training programs. To secure funds, the County could levy a tax up to 10 cents for operation and 5 cents for a total outlay, for instructional purposes. Instruction was to be provided in one or more occupational centers, or in high schools, or in junior colleges. Instruction was to be available to high school youth, post high school youth, and adults who wanted to improve their skills or learn new ones, on a part-time or full-time basis.

Los Angeles County has embarked upon a building program in Torrance (Southern California ROC), and has established additional centers in Woodland Hills and through Adult Education in the central portion of Los Angeles. The total program will have a potential of 20,000-30,000 students each year.

Many courses have been developed, some of a short time nature and some of a longer duration. Examples of a short time course are: Key Punch, Data Processing Operation, Auto Work (painting, tune-up, brakes, etc), Welding, Cashiering. Longer duration courses are: Major Appliance Service, Electronics, Dental and Medical Assisting, etc.

By 1970, some fifteen counties in California had levied tax money to support a ROP/ROC. Most counties, Orange, San Diego, and San Mateo among them, chose to

TO CONCENTRATE THEIR EFFORTS IN OCCUPATIONAL INFORMATION SERVICES, WITH SURVEYS TO DETERMINE THE OCCUPATIONAL NEEDS OF THE COUNTIES. THEY ALSO CHOSE NOT TO BUILD ROC'S, BUT INSTEAD LOCATE THE INSTRUCTION IN HIGH SCHOOLS, INDUSTRY LOCATIONS OR UNDER CONTRACT IN JUNIOR COLLEGES. ALL THREE OF THEM SPECIFICALLY ARE COMMITTED TO NOT BUILD ROC'S BECAUSE OF JUNIOR COLLEGES AVAILABLE IN THE COUNTIES (BOGETICH, CARVELL, P. 137).

VI. DISCUSSION OF THE TOPIC: CURRICULAR INNOVATION

It would seem that if progressive junior colleges want to be actively involved in providing additional services to the community through the "Veysey Bill" and "ROP/ROC," they may wish to review their curricular patterns to fit the needs of these programs. One way to revise curricula might be a way that James Fitzgerald suggests by "eliminating the system" of semester length courses (Fitzgerald, p. 25). He suggests that junior colleges can "package learning" by four week, six week, or any length classes so a student could enter any time, rather than just at September or February.

Another way to revise curricula could be in a "Career Ladder" approach, whereby a student could acquire specific skills for an entry level job, leave school to work, and then re-enter to upgrade his skills for a higher job (Schrupp). This would continue until he reached the end of an A.A. degree program or decided to transfer to a four year school.

VII. SUMMARY

A RATIONALE HAS BEEN DEVELOPED IN THIS PAPER FOR INCREASED UTILIZATION OF FACULTY AND FACILITIES OF JUNIOR COLLEGES BY ENCOURAGING HIGH SCHOOL STUDENTS TO ENROLL FOR VOCATIONAL EDUCATION. A POINT HAS BEEN MADE THAT PERHAPS MORE YOUNG PEOPLE COULD DEVELOP SALABLE SKILLS BY UTILIZING JUNIOR COLLEGE FACILITIES WHILE THEY ARE STILL IN HIGH SCHOOL

EXAMPLES OF LEGISLATION, THE "VEYSEY BILL" AND THE "REESE ACT," WERE PRESENTED, AND CURRENT PRACTICES UTILIZING THESE BILLS WERE DISCUSSED.

TWO EXAMPLES OF CURRICULAR REVISIONS WERE DISCUSSED WHICH COULD ALLOW HIGH SCHOOL STUDENTS AN EASIER TRANSITION INTO JUNIOR COLLEGES.

FINALLY THEN, THE ENTIRE POINT OF THIS PAPER IS TO SUGGEST THAT JUNIOR COLLEGES MUST PROVIDE ADDITIONAL ALTERNATIVES TO YOUNG PEOPLE IN THE FIELD OF VOCATIONAL - TECHNICAL EDUCATION. APPARENTLY PREVIOUS EFFORTS HAVE NOT BEEN ENOUGH, AS JUDGED BY CLASS ENROLLMENTS IN VOCATIONAL FIELDS. IF EMPLOYMENT FORECASTS ARE ACCURATE, WE MUST ENCOURAGE MORE YOUNG PEOPLE TO CONSIDER THESE FIELDS OF OPPORTUNITY SO THAT THEY CAN ACQUIRE NECESSARY SKILLS TO GAIN SATISFYING EMPLOYMENT.

EXHIBIT A

EDUCATION CODE PROVISIONS

FOR

JOINTURE EFFORTS IN VOCATIONAL EDUCATION

BETWEEN

HIGH SCHOOLS AND COMMUNITY COLLEGES

6401. The governing board of any district maintaining a high school may determine which of the students in the 11th and 12th grade of the high school would benefit from advanced scholastic or vocational work. The governing board may authorize such students to attend a junior college as special part-time students and to undertake one or more courses of instruction offered at the junior college level. The number of students so authorized shall not exceed 15 percent of the number of students in the 11th and 12th grade at the high school at any one time.

25503.5 The principal of any two-year college may admit to the junior college as a special part-time student any 11th or 12th grade high school student whose admission is recommended by his high school principal. A principal of a high school may recommend a high school student as a special part-time student pursuant to rules and regulations which may be adopted by the governing board of the district maintaining the high school. A principal of a high school shall not recommend a number of high school students in excess of 15 percent of the total number of 11th and 12th grade students enrolled in the high school at the time of recommendation.

The attendance of a student at junior college as a special part-time student pursuant to this section is authorized attendance and the student shall receive credit for junior college courses which he completes in the same manner as if he were a regularly enrolled junior college student unless, upon agreement between the two districts, the student receives high school credit for the course completed.

Each special part-time student shall attend high school classes at least the minimum schoolday.

EXHIBIT B

HIGH SCHOOL STUDENTS ENROLLED AT

ORANGE COAST COLLEGE, SPRING, 1971

COURSE	ESTANCIA HIGH SCHOOL (32)	CORONA DEL MAR HIGH SCHOOL (58)	COSTA MESA HIGH SCHOOL (81)	HARBOR HIGH SCHOOL (44)	HUNTINGTON BEACH HIGH SCHOOL DIST. (53)	MC NALLY HIGH SCHOOL (28)	MISCELLANEOUS HIGH SCHOOL (27)	TOTAL
ACCOUNTING 1A				2				2
ACCOUNTING 2A			2					2
ACCOUNTING 51					1			1
ACCOUNTING 62	2							2
AERO 50				2				2
AERO 53					1			1
AGRICULTURE 10						1		1
AGRICULTURE 23		1	1					2
AGRICULTURE 45		1						1
ALLIED HEALTH 52B							2	2
AMERICAN STUDIES 1	4	3	8	7	2	1		25
ANTHROPOLOGY 1		1	2		1		1	5
ANTHROPOLOGY 2		1	1	4	2	1		9
ART 1A		1						1
ART 2A		1	1		3			5
ART 4A	3	3	3		1		1	11
ART 1B			1		1			2
ART 41A	2		1					3
ART 41B							1	1
ART 41AB				1				1
ART 71A-D							1	1
BIOLOGY 2			2		2			4
BIOLOGY 2L	1				3	2		6
BUSINESS INFORMATION SYSTEMS 1		1	1		1			3
BUSINESS INFORMATION SYSTEMS 6					1			1
BUSINESS INFORMATION SYSTEMS 7	1							1
BUS. INFORMATION SYSTEMS 61A			1		1			2
BUS. INFORMATION SYSTEMS 61AB					1			1
BUS. INFORMATION SYSTEMS 99C					1			1
BUS. MANAGE. & MARKT. 52							2	2
BUSINESS 66				1				1
BUSINESS 72AB							1	1
CHEMISTRY 1B			1					1
CHEMISTRY 2		1						1
CIVICS 90	1		2	2		7		12
CONSTRUCTION TECH 71B			1					1
DRAFTING 31			1					1
ECONOMICS 5		1						1
ECONOMICS 16	1				1			2
EDUCATION 50A						2		2
ELECTRONICS TECH 50A					1			1

HIGH SCHOOL STUDENTS ENROLLED AT

ORANGE COAST COLLEGE, SPRING, 1971

COURSE	ESTANCIA HIGH SCHOOL (32)	CORONA DEL MAR HIGH SCHOOL (58)	COSTA MESA HIGH SCHOOL (81)	HARBOR HIGH SCHOOL (44)	HUNTINGTON BEACH HIGH SCHOOL DIST. (53)	MC NALLY HIGH SCHOOL ((28)	MISCELLANEOUS HIGH SCHOOL (27)	TOTAL
ELECTRONICS 57					1			1
ELECTRONICS 61A	1							1
ELECTRONICS 61B	1							1
ELECTRONICS 60							2	2
ELECTRONICS 96	1							1
ENGLISH 1A	1	10	8		1	3		23
ENGLISH 1B			1					1
ENGLISH 1A-7		1			1			2
ENGLISH 1A-9			1					1
ENGLISH 17AB		1						1
ENGLISH 35						1		1
ENGLISH 50	2	1						3
ENGLISH 55			1					1
ENGLISH 58	1			1		2		4
ENGLISH 60A	1							1
ENGLISH 1A-5							1	1
ENGLISH 90A			2	1	1	5		9
ENGLISH 90B			2					2
ENGLISH 21		1	1					2
ENGLISH 65AB				1	1	1	1	4
ENVIRONMENTAL SCIENCE 1	1	1						2
FOOD SERVICE 50			1					1
FRENCH 2		1						1
GEOGRAPHY 2				1		2		3
GEOGRAPHY 48						1		1
GEOLOGY 2					1			1
GEOLOGY 12						1		1
GERMAN 2			1		2			3
HEALTH ED 1	1	4	5	1			3	14
HOME &FAMILY LIVING 30			1					1
HOME &FAMILY LIVING 31		1	2		1			4
HOME &FAMILY LIVING 34			1					1
HOME ECONOMICS 56		2	1					3
HOME ECONOMICS 91		6				1		7
HISTORY 7A	2		1		1			4
HISTORY 20	1							1
HISTORY 4B			1					1
HISTORY 7B		1						1
HISTORY 90B	1		1		2	4		8
HUMANITIES 40			1					1
INDUSTRIAL DRAFTING 31A						1		1

HIGH SCHOOL STUDENTS ENROLLED AT ORANGE COAST COLLEGE, SPRING, 1971

COURSE	ESTANCIA HIGH SCHOOL (32)	CORONA DEL MAR HIGH SCHOOL (58)	COSTA MESA HIGH SCHOOL (81)	HARBOR HIGH SCHOOL (44)	HUNTINGTON BEACH HIGH SCHOOL DIST. (53)	MC NALLY HIGH SCHOOL (28)	MISCELLANEOUS HIGH SCHOOL (27)	TOTAL
JAPANESE 51B		2						2
LAW 50							1	1
MATH 7		1			2			3
MATH 10		1						1
MATH 110		1						1
MATH 120		1	1					2
MATH 185			1	1				2
MATH 285					1			1
MATH 010							1	1
MATH 040				1				1
MATH PROG			1		2		1	4
MARINE SCIENCE 2				1				1
MARINE SCIENCE 14						1		1
MANAGEMENT & MARKETING 53				1				1
METAL TRADES TECH 53A				1				1
METAL TRADES TECH 55A		1				1		2
MUSIC 1A				1				1
MUSIC 3A				1				1
MUSIC 6A					1			1
MUSIC 7A			2	1				3
MUSIC 1B				1				1
MUSIC 3B				1				1
MUSIC 30B	1					1		2
MUSIC 41B		1						1
MUSIC 11AD		1			3			4
MUSIC 18AD					1		1	2
MUSIC 47AD				1				1
MUSIC 48AD					1			1
MUSIC 6			1		2		1	4
MUSIC 16			1					1
NURSERY EDUCATION 11					1			1
NURSERY EDUCATION 53B				1				1
PE 7 A-D			1					1
PE 11 A-D		1						1
PE 17 A-D			1					1
PE 25 A-D		1	4					5
PE 30 A-D						1		1
PE 45 A-D				1				1
PE 53 A-D		1						1
PE 65 A-D		1						1
PE 77 A-D			1					1

HIGH SCHOOL STUDENTS ENROLLED AT

ORANGE COAST COLLEGE, SPRING, 1971

COURSE	ESTANCIA HIGH SCHOOL (32)	CORONA DEL MAR HIGH SCHOOL (58)	COSTA MESA HIGH SCHOOL (81)	HARBOR HIGH SCHOOL (44)	HUNTINGTON BEACH HIGH SCHOOL DIST. (53)	MC NALLY HIGH SCHOOL (28)	MISCELLANEOUS HIGH SCHOOL (27)	TOTAL
PHILOSOPHY 6A			1		4			5
PHILOSOPHY 10			1					1
PHOTOGRAPHY 1			6				1	7
PHOTOGRAPHY 21			1					1
PHOTOGRAPHY 27			5	1			1	7
PHYSICS 2B		1					1	2
POLITICAL SCIENCE 1	1	3	2	2				8
POLITICAL SCIENCE 14		1						1
PSYCHOLOGY 1A	9	8	13	23	8	4	6	71
PSYCHOLOGY 33		1	3	1			2	7
PHYSICAL SCIENCE 100/110					2			2
RUSSIAN 4			1					1
SECRETARIAL SCIENCE 1	1	1	1					3
SECRETARIAL SCIENCE 2		1			2		1	4
SECRETARIAL SCIENCE 11		1						1
SECRETARIAL SCIENCE 57		2	6					8
SECRETARIAL SCIENCE 74	1							1
SECRETARIAL SCIENCE 79					1			1
SECRETARIAL SCIENCE 73AC			1					1
SOCIOLOGY 1	1	2	2		4			9
SOCIOLOGY 2			2	1				3
SOCIOLOGY 24	2	6		1	1	3		13
SPANISH 1		1			2			3
SPANISH 2					1			1
SPEECH 1A	1							1
THEATRE ARTS 2A			2				1	3
THEATRE ARTS 2AB		3		1				4
THEATRE ARTS 24B		1						1

EXHIBIT C

HIGH SCHOOL STUDENTS ENROLLED AT GOLDEN WEST COLLEGE, FALL, 1970

MATH & SCIENCE	
Biology 2	2
Math 180	13
Chemistry 2	3
Math 110	3
Mar. Sci. 10	3
Math 52	2
Agric. 53	2
Math 10	1
PS 1 & 1L	1
Math 15	1
Chem 1A	1
FINE & APPLIED ARTS	
Art 6AB	1
Art 2A	4
Cosmet 60A	15
Th Arts 2AB	2
Art 4A	7
Music 41AB	4
Music 57AB	1
Hum 3	2
Hum 4	5
Hum 2	1
Music 42A	2
Music 11AD	4
Music 7A	4
Music 46AB	1
Art 71AD	1
COMMUNICATIONS	
Eng 56A	3
Span 1	1
Eng 1A	8
German	2
Eng 154	1
Eng 90A	3
French 1	2
Eng 50A	2
Eng 1B	1
Eng 60C	1
Eng 90B	1
Eng A	2
Dev. Read 90A	1
SOCIAL SCIENCE	
History 7A	5
Psych 1A	16
Anthro 2	7
Soc 1	6
Psych 55	4
Pol Sci 1	13
Civics 90	2
Phil 15	4
Law Enf 20	1
Hist 7B	3
Soc 24	12
Hist 90A	2
Geog 1	2
Phil 7A	1
Hist 4B	1
Phil 8	2
Law Enf 21A	1
Psych 60	1
Psych 15	1
TECHNOLOGY	
Graphic 60	1
Graphic 63	1
Auto Tech 69	1
Auto Tech 64A	1
Graphics 62	1
Ind. Dft. 31A	1
Arch 21A	1
BUSINESS	
Sec Sci 1	1
Bus 72	2
Sec Sci 2	5
Acct 51	1
Bus 50	1
Gen Bus 1	4
Bus 76	1
Acct 1	2
Gen Bus 2	2
PHYSICAL & RECREATIONAL EDUCATION	
PE 15	1
PE 2AB	1
PE 46	1
Health Ed 1	1
PE 24	1
MISCELLANEOUS	
Aero 50	2
HFL 31	6
H Econ 5AB	1
H Econ 86A	1

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